

# Advanced Workshop in Dreams & Visions

Second Edition  
Teacher **Red-Letter** Version

Authored and Developed by  
John Paul Jackson



Streams Ministries International

*Advanced Workshop in Dreams & Visions*  
*Second Edition*

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## Table of Contents

OVERVIEW OF STREAMS INSTITUTE .....	1
COURSE LISTINGS .....	2
ABOUT THE AUTHOR .....	4
INTRODUCTION .....	5
AWDV-1 DREAMS—RIDDLES—ENIGMAS .....	7
AWDV-1 <i>EXERCISE</i> : REMOVING THE LOGIC TO UNLOCK THE RIDDLE .....	11
AWDV-1 <i>REVIEW</i> : PROCESSING AND COMMUNICATING A DREAM .....	15
AWDV-2 UNDERSTANDING GOD’S WAYS THROUGH COLOR .....	17
AWDV-2 <i>EXERCISE</i> : DIAGRAM AND INTERPRET DREAMS .....	24
AWDV-3 INTERPRETATION AND THE WAYS OF GOD .....	31
AWDV-3 <i>EXERCISE</i> : LONG AND SHORT TERM MEMORY EXERCISES .....	35
AWDV-3 BIBLICAL INTERPRETATION—HOW? .....	37
AWDV-3 <i>EXERCISE</i> : DIAGRAMING BIBLICAL DREAMS .....	39
AWDV-3 <i>EXERCISE</i> : METAPHORICAL OBJECTS .....	43
AWDV-4 METAPHORIC THINKING .....	45
AWDV-4 <i>EXERCISE</i> : INTERPRETING PICTURES ON SLIDES .....	51
AWDV-4 <i>EXERCISE</i> : REVERSE DIAGRAMMING .....	53
AWDV-4 <i>EXERCISE</i> : TEACHER DIAGRAMMING DREAMS ON WHITE BOARD .....	55
AWDV-5 INTRODUCTION TO STREET DREAMS .....	57
AWDV-5 STRENGTH OF REVELATION .....	61
AWDV-5 <i>EXERCISE</i> : STUDENTS DIAGRAMMING DREAMS ON WHITE BOARD .....	67
AWDV-5 TOP 20 DREAM ELEMENTS .....	69
AWDV-5 <i>EXERCISE</i> : DREAM PANTOMIME AND DRAMA .....	71
AWDV-5 <i>EXERCISE</i> : PROPHETIC DREAM TEAM COMPETITION .....	73
QUESTIONS AND ANSWERS .....	75
EXERCISES .....	76
DIAGRAMMING GRAPH PAGES .....	81

## **OVERVIEW OF STREAMS INSTITUTE**

We, at Streams Institute for Spiritual Development, believe God is unveiling ancient, biblical ways of knowing part of the fulfillment of the inspired prophecy recorded in Joel 2:28–29. Days will unfold when signs and wonders will increase in the Body of Christ, and the world will see the greatest move of God since the birth of the Church at Pentecost.

In preparation for the days ahead, the Holy Spirit is awakening our awareness about the teachings of the biblical prophets and the desert fathers who walked in the deeper things of God.

As the Holy Spirit draws us into the glorious realms of God's splendor, we deepen our communion with God and receive revelation from Him. In that process, the Holy Spirit searches the deep things of God and reveals them to us (1 Corinthians 2:10–12).

At Streams, our students come from all walks of life and from every church background. This hunger for spiritual awakening transcends denominational lines. People are yearning to know the living, eternal God. Pastors, leaders, and believers from almost every denomination have enrolled in our courses to be equipped and empowered in the art of hearing God. Annually, the Streams Institute for Spiritual Development attracts thousands of students from around the world. Their age range spans many decades.

Our desire is to awaken and enhance a deeper understanding of God. Therefore, we offer a dynamic learning environment with courses that range from beginner to advanced levels of study.

We are thrilled that you have chosen to embark on an exciting journey to know the depths of God, and to communicate His love to a dying world.

Blessings,

John Paul Jackson  
Founder and Chairman

## **COURSE LISTINGS**

### ***The Art of Hearing God***

This introductory course provides practical tools to help you hear God's voice, develop greater intimacy with Him, and recognize issues that prevent you from hearing God clearly. The curriculum covers topics such as: knowing God's voice, metaphorical understanding, spiritual authority, fellowship of the Spirit, spiritual listening, the role and function of the prophet in the Church, and differentiating between prophets and psychics—to name but a few. For a more complete list, go to our website: **[www.streamsministries.com](http://www.streamsministries.com)**.

Homework assignments, outside activities, and recommended reading are optional.

### ***Understanding Dreams and Visions***

**Prerequisite:** *The Art of Hearing God*

*Understanding Dreams and Visions* offers a powerful source of insight and inspiration. This intermediate-level course delves deeper into the wonder and awe of the supernatural and provides a fascinating look at how God speaks to you through dreams and visions. This course consists of 21 hours of classroom teaching. Optional homework assignments are included.

### ***Living the Spiritual Life***

**Prerequisite:** *The Art of Hearing God*

In this course, *Living the Spiritual Life*, John Paul goes beyond the spiritual disciplines and what many call the life of the mystics to teach the rudiments of what a spiritual life would include when it is mature. John Paul exposes the student to many untaught principles that should be common in our lives today, but sadly are not. In so doing, he creates a hunger for the spiritual disciplines and prayer that will propel the student to seek in an ever increasing and consistent relationship with the Father—where relationship becomes more important than experience.

### ***Prayer, Intercession and Spiritual Warfare***

#### **Prerequisite: *The Art of Hearing God***

In this course, *Prayer, Intercession and Spiritual Warfare*, John Paul teaches about different spiritual entities in Scripture and how they function today—covering archangels and cherubim and more than twenty-one spirits mentioned in the Bible. He addresses right and wrong ways to pray, and how to live a life that allows the Kingdom of God to operate in the most optimum way through you, so that you will truly understand what it means when you pray, “Your kingdom come, Your will be done on earth as it is in Heaven.”

### ***Signs, Wonders, Healings and Miracles***

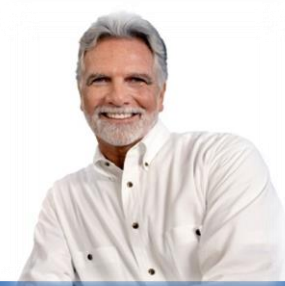
#### **Prerequisite: *The Art of Hearing God***

This course is to help you grow in faith to be used in signs, wonders, healings and miracles by God. In this course, *Signs, Wonders, Healings and Miracles*, John Paul teaches the necessity for differentiating between authority and power; how authority works in both visible and invisible realms, while power operates in the visible realm only. He distinguishes between faith and unbelief, and the accumulated corporate nature of faith and its role in signs, wonders, healings and miracles. He addresses many issues, such as:

- Is sin a cause for illness?
- What role does God’s glory play?
- How do we open doors for illness?

He also addresses deformity and the role of Jesus in the prophecy recorded in Isaiah 53.

## ABOUT THE AUTHOR



John Paul Jackson is a husband, father, and established authority on Christian spirituality and dream interpretation. His biblical approach to dreams reveals their life-changing purpose, and restores an overlooked way God chooses to communicate with people.

John Paul's teachings have stirred and renewed passion for God among people of all ages from various faith backgrounds. His thoughtful "explanations of the unexplainable" and simple, yet profound, concepts help people relate to God and each other in fresh ways.

As an author, speaker, and television guest, John Paul has impacted hundreds of thousands of people, emphasizing character as a key element in the true spiritual life. His many years of study and experience have made him a respected and sought-after spiritual advisor to leaders and believers around the world.

John Paul has shared his practical and spiritual expertise with an international audience through the Streams Training Center courses and publications.

For more information about his books, CD's/DVD's and courses, please visit his website at **[www.streamsministries.com](http://www.streamsministries.com)**.

## INTRODUCTION



### LOOKING DEEPER AT DREAM INTERPRETATION AND ITS PROCESS

This advanced workshop on a biblical model of dream interpretation is unlike most other Streams Institute for Spiritual Development courses.



While Course 201: *Understanding Dreams and Visions* was designed to help you learn more about how to interpret your own dreams; this advanced workshop is designed to take you deeper into your dreams and help you mature in your gift in order to interpret the dreams of others.

To advance toward this goal is no small feat. Dream interpretation is more than finding a piece of a jigsaw puzzle; it is the recognition of the whole that surrounds the piece—without losing track of the importance of the piece.

It also will require you to look beyond your logic-bound world to find the unseen, yet very real, purpose for this divine communication from Heaven.

Dreams are not just answers to a curiosity. When correctly interpreted, they are an agent of change. Nations were formed, children were born, lives were saved, and destinies foretold—all through these parables of the night. Is it any wonder kings scoured the earth to find someone who could solve the experience they had the night before?

Until interpreted, dreams are a riddle and a divine enigma. You know God has spoken but you do not know what He has said, and so they are also a paradox. They are a treasure hidden in the midst of the obvious.

Your task is to find the keys of interpretation found in the ways of God. These keys are hidden right in front of us, if you just know where to look. The goal of this course is to help you find where to look.

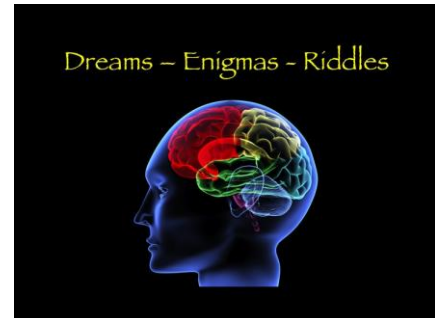


## AWDV-1 DREAMS—RIDDLES—ENIGMAS



### I. Unraveling the Mystery

**Daniel 5:11–12** “There is a man in your kingdom in whom *is* the Spirit of the Holy God. And in the days of your father, light and understanding and wisdom, like the wisdom of the gods, were found in him; and King Nebuchadnezzar your father—your father the king—made him chief of the magicians, astrologers, Chaldeans, *and* soothsayers. <sup>12</sup> Inasmuch as an excellent spirit, knowledge, understanding, interpreting dreams, solving riddles, and explaining enigmas were found in this Daniel.”



- A. I can teach you the fundamentals of dream interpretation, but just as with Daniel, without the Spirit of the Holy God with in you, these fundamentals will remain meaningless pieces of a puzzle you do not know how to assemble.
  - 1. It is the Holy Spirit that will develop you into a person who has an excellent spirit, knowledge, and the ability to interpret dreams, solve riddles, and explain enigmas.
- B. Most of the time interpreting a dream requires more than knowing the meaning of a dream element or symbol.
  - 1. It is the ability to combine what your eyes see along with what your eyes do not see.
  - 2. You are to ascertain the context and tone of what you see.
    - a. The goings, the comings, the rising, the falling, the shifting, and the solid.
  - 3. It is the ability to recognize the plot within the first few frames of the movie.
    - a. Then fit the purpose of the characters into the plot to give it meaning and life.

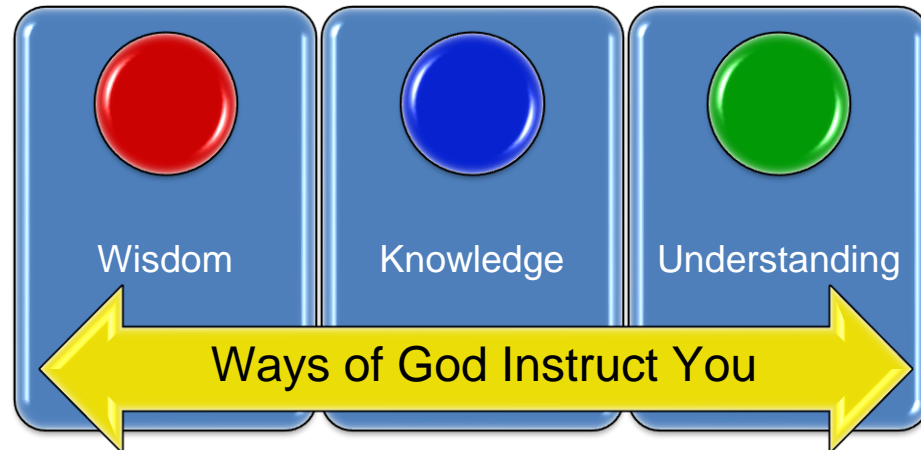
- C. Dreams are to help the dreamer or the one they dreamed about. So an interpretation is not just about the symbols, it is about helping the recipient to reach the next step in the purpose for which God has created them.
- D. You cannot give yourself all this ability—it comes from God—from His Spirit that is within you.
  - 1. However, you can awaken this ability. You can grow in the skill to use this ability. That is what this course is all about—awakening a latent spiritual gift.
- E. Interpretation transcends human logic to enable you to recognize the form of the “whole” before the logic of distinctive characteristics grabs hold of the mind. (See exercise, p.11)

## II. God Wants Us to Achieve His Purpose For Creating Us

**Job 33:14–18, 29–30** “For God may speak in one way, or in another, yet *man* does not perceive it. <sup>15</sup> In a dream, in a vision of the night, when deep sleep falls upon men, while slumbering on their beds, <sup>16</sup> then He opens the ears of men, and seals their instruction. <sup>17</sup> In order to turn man *from his* deed, and conceal pride from man, <sup>18</sup> He keeps back his soul from the Pit, and his life from perishing by the sword. <sup>29</sup> Behold, God works all these *things*, twice, *in fact*, three *times* with a man, <sup>30</sup> to bring back his soul from the Pit, that he may be enlightened with the light of life.”

- A. These verses tell us that God speaks to us in dreams in order to:
  - 1. Keep us from doing something we should not.
  - 2. Keep us from setbacks and delay.
  - 3. Keep us from dying (the sword).
  - 4. To bring us back from our setback.
  - 5. And to teach us about God and His ways.

- B. Note: The greatest aid to helping you understand how to put the pieces of the dream puzzle together is to know the ways of God.
- C. The ways of God only come through the instructions of the Holy Spirit.
  - 1. The ways of God are :



**Proverbs 3:19** “The LORD by wisdom founded the earth; by understanding He established the heavens; <sup>20</sup> by His knowledge the depths were broken up, and clouds drop down the dew.”

- a. We then apply His ways to the dream.
  - b. This must be the first step toward understanding the dream.
  - c. This connection to God and His ways can only happen by the presence of the Holy Spirit within you.
  - d. It is greatly aided by the reading of God’s Word.
- D. All interpretation is Spirit communicating to spirit.

**1 Corinthians 2:13** “These things we also speak, not in words which man’s wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual.”

## **NOTES**

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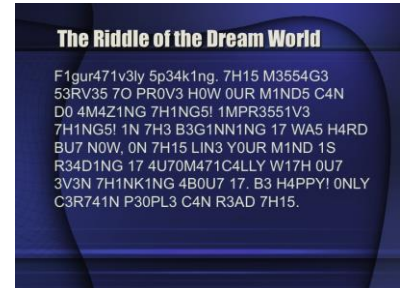
## AWDV-1 EXERCISE: REMOVING THE LOGIC TO UNLOCK THE RIDDLE



- I. Can you read the message below? Write what you think it says beside the riddle.

- NOTE: Teachers, the answers are not in the student notes.

HINT: You will not be able to use logic, you must allow your eyes to see past the logic of your brain.



- II. If you allow your right brain to do this, you will be able to read most of this in a few seconds.

### Finding the Obvious and the Hidden in the World of Dreams

(Write your interpretation of the words of this riddle in the space below)

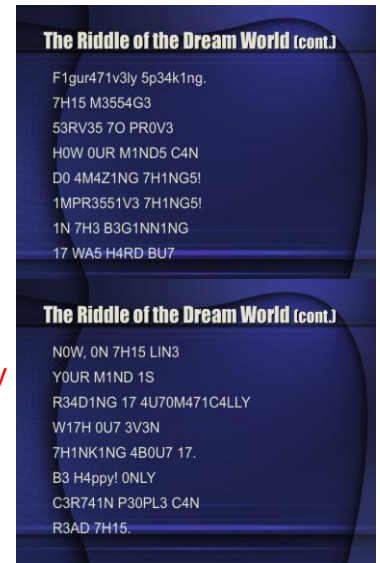
F1gur471v3ly 5p34k1ng, 7H15 M3554G3 53RV35 7O PR0V3 H0W 0UR M1ND5 C4N D0 4M4Z1NG 7H1NG5! 1MPR3551V3 7H1NG5! 1N 7H3 B3G1NN1NG 17 WA5 H4RD BU7 N0W, 0N 7H15 LIN3 Y0UR M1ND 1S R34D1NG 17 4U70M471C4LLY W17H 0U7 3V3N 7H1NK1NG 4B0U7 17. B3 H4PPY! ONLY C3R741N P30PL3 C4N R3AD 7H15.

## **RIDDLE OF THE DREAM WORLD**

(Try it this way—write your interpretation to the side of each line)

F1gur471v3ly 5p34k1ng,  
7H15 M3554G3  
53RV35 7O PR0V3  
H0W 0UR M1ND5 C4N  
D0 4M4Z1NG 7H1NG5!  
1MPR3551V3 7H1NG5!  
1N 7H3 B3G1NN1NG  
17 WA5 H4RD BU7  
N0W, 0N 7H15 LIN3  
Y0UR M1ND 1S  
R34D1NG 17 4U70M471C4LLY  
W17H 0U7 3V3N  
7H1NK1NG 4B0U7 17,  
B3 H4ppy! 0NLY  
C3R741N P30PL3 C4N  
R3AD 7H15.

Figuratively Speaking  
This Message  
Serves to prove  
How our mind can  
do amazing things  
impressive things  
in the beginning  
it was hard  
now on this line  
your mind is  
reading it automatically  
without you even  
thinking about it  
be Happy! Only  
Certain people can  
read this



### **III. Dream Interpretation is Much Like Interpreting the Above Riddle**

- A. Many of you will find that changing the form of the dream or riddle often will make it easier to interpret.
  - 1. You must see the form of the word and not the letters or numbers of logic.
  - 2. Logic will tell you there is no word because there are no complete letters of the alphabet to spell the word out.
  - 3. However, your mind will sense the meaning and convey that meaning to your brain.
  - 4. The same principle is found in interpreting dreams.
  - 5. You first look at the “form” of the dream as you enter it rather than the “details” of the dream.
  - 6. This is what I mean by reducing the dream to its “simplest form”—you look for the “whole.”

## NOTES

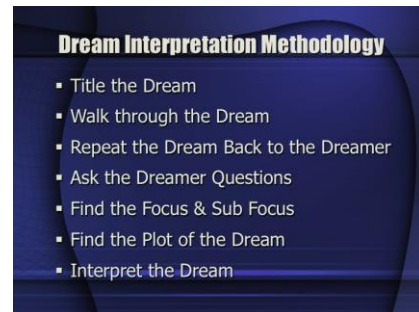
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## **AWDV-1 REVIEW: PROCESSING AND COMMUNICATING A DREAM**



### **I. Methodology of Dream Interpretation**

- A. Ask the Holy Spirit to help you.
- B. Title the dream.
- C. Walk through the dream.
  1. Enter the dream.
- D. Repeat the dream back to the dreamer.
- E. Ask questions about anything you are not clear about.
- F. Reduce the dream to its simplest form.
- G. Find the focus and sub-focus.
- H. Find the plot of the dream.
- I. Interpret the dream.



### **II. How to Communicate the Interpretation**

- A. Cover the plot—main points.
  1. Try to reduce the dream to three or four sentences.
- B. Don't add to the dream.
- C. Cover the main points first.
- D. Share the implications of the dream in relation to the ways of God.
  1. Remember to be direct *and* compassionate.



## TEACHERS NOTE: Group Discussion

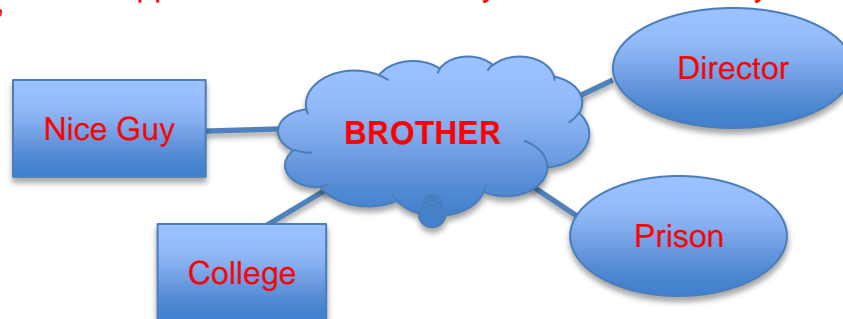
Share a personal dream (or one of the dreams below) with the students. Engage the class in a discussion of the interpretation. If time permits you may also diagram the dreams on the white board for the students.

### If diagramming:

- Diagram a simple dream on the white board for students.
- Emphasize getting the “whole” as you interpret
- Demonstrate and refamiliarize the diagramming process with the students
- If you don’t have a dream of your own to diagram, use the examples below:
- Note: In these examples the cloud shape is the focus, the circles are sub focuses, and squares are details.

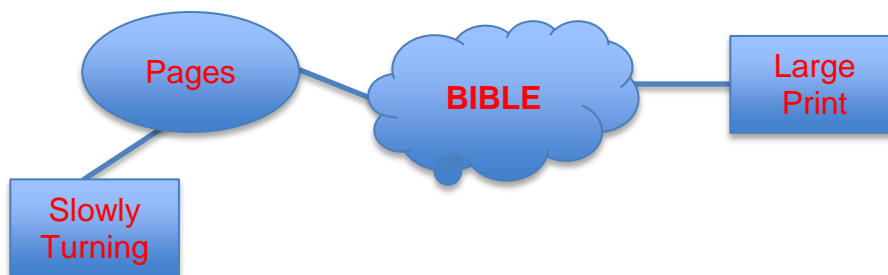
### Dream 1: Brother In Prison

“I dreamed my brother was in prison. The Financial Aid Director at the college where I worked appeared and said that my brother was a very nice guy. End of dream.”



### Dream 2: King James Bible

“I saw a huge King James Bible, large print, suspended in mid-air. The pages were slowly turning. End of dream.”



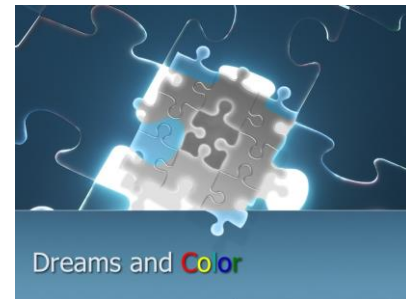
## AWDV-2 UNDERSTANDING GOD’S WAYS THROUGH COLOR



### I. Dreams and Color

#### A. Why does God use color?

1. Why is the color of God’s glory, the color of amber?



**Ezekiel 2:8** “Then I looked, and there was a likeness, like the appearance of fire—from the appearance of His waist and downward, fire; and from His waist and upward, like the appearance of brightness, like the color of amber.”

- Why did God use color if it was not important?
  - Why seven colors in the rainbow?
  - Why 12 colors of stone on the breastplate of the High Priest?
  - Why 12 colors in the foundation walls of the city of God?
  - Why is the color of green grass and green leaves different?
2. It tells you of His ways.

#### B. Why so many colors?

**1 John 1:5** “This is the message which we have heard from Him and declare to you, that God is light and in Him is no darkness at all.”

- God is light.
- God is pure white light that contains all color.
- Color makes distinctions between the varieties within His creation.
- It reveals different but parallel functions between Heaven and Earth.

C. Why is brilliance in colors so important?

**James 1:17** “Every good gift and every perfect gift is from above, and comes down from the Father of lights, with whom there is no variation or shadow of turning.”

- In God there is no darkness, only bright light.
- If there is no darkness in God, then the light must be pure white.

II. God’s color—*poikilos* [pok-kee-los]

A. The Greek word, *poikilos*, means to be diverse in color and multifaceted in identity.

1. Wisdom.

**Ephesians 3:10** “To the intent that now the **manifold [multicolored]** wisdom of God might be made known by the church to the principalities and powers in the heavenly *places*.”

a. This verse strongly indicates the wisdom of God is multicolored and multifaceted.

i. What would this mean if you fully thought it out?



## 2. Miracles and gifts.

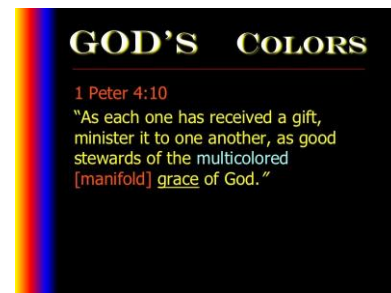
**Hebrews 2:4** “God also bearing witness both with signs and wonders, with **various [multicolored]** miracles, and gifts of the Holy Spirit, according to His own will?”



- a. Miracles are multicolored and multifaceted.
- b. Gifts of the Holy Spirit are multicolored and multifaceted.

## 3. Grace.

**1 Peter 4:10** “As each one has received a gift, minister it to one another, as good stewards of the **manifold [multicolored]** grace of God.”



- a. The grace of God is multicolored and multifaceted.
  - i. What would this mean if you fully thought it out?

### III. Dark Color

A. If brilliant colors are an indication that the dream is from God what do dark colors mean?

- What do you feel as you look at this hue of color?

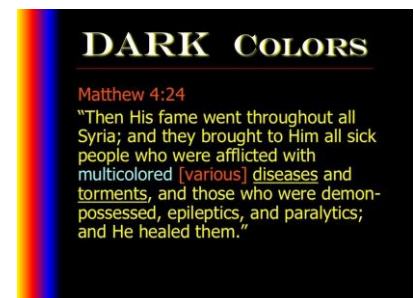
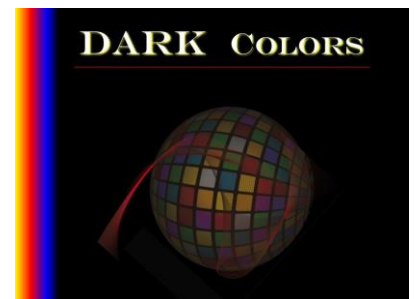
1. Diseases and torments.

**Matthew 4:24** “Then His fame went throughout all Syria; and they brought to Him all sick people who were afflicted with **various [multicolored]** diseases and torments, and those who were demon-possessed, epileptics, and paralytics; and He healed them.”

**Mark 1:34** “Then He healed many who were sick with **various [multicolored]** diseases, and cast out many demons; and He did not allow the demons to speak, because they knew Him.”

**Luke 4:40** “When the sun was setting, all those who had any that were sick with **various [multicolored]** diseases brought them to Him; and He laid His hands on every one of them and healed them.”

- a. Diseases are multicolored and multifaceted.
- b. Torments are multicolored and multifaceted.
- i. What would this mean if you fully thought it out?



## 2. Trials.

**1 Peter 1:6** “In this you greatly rejoice, though now for a little while, if need be, you have been grieved by **various [multicolored]** trials.”

**James 1:2** “My brethren, count it all joy when you fall into **various [multicolored]** trials.”



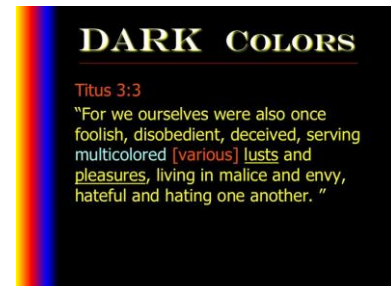
a. Trials are multicolored and multifaceted.

i. What would this mean if you fully thought it out?

## 3. Lusts and pleasures.

**Titus 3:3** “For we ourselves were also once foolish, disobedient, deceived, serving **various [multicolored]** lusts and pleasures, living in malice and envy, hateful and hating one another.”

**2 Timothy 3:6** “For of this sort are those who creep into households and make captives of gullible women loaded down with sins, led away by **various [multicolored]** lusts.”



a. Lusts are multicolored and multifaceted.

b. Pleasures are multicolored and multifaceted.

i. What would this mean if you fully thought it out?

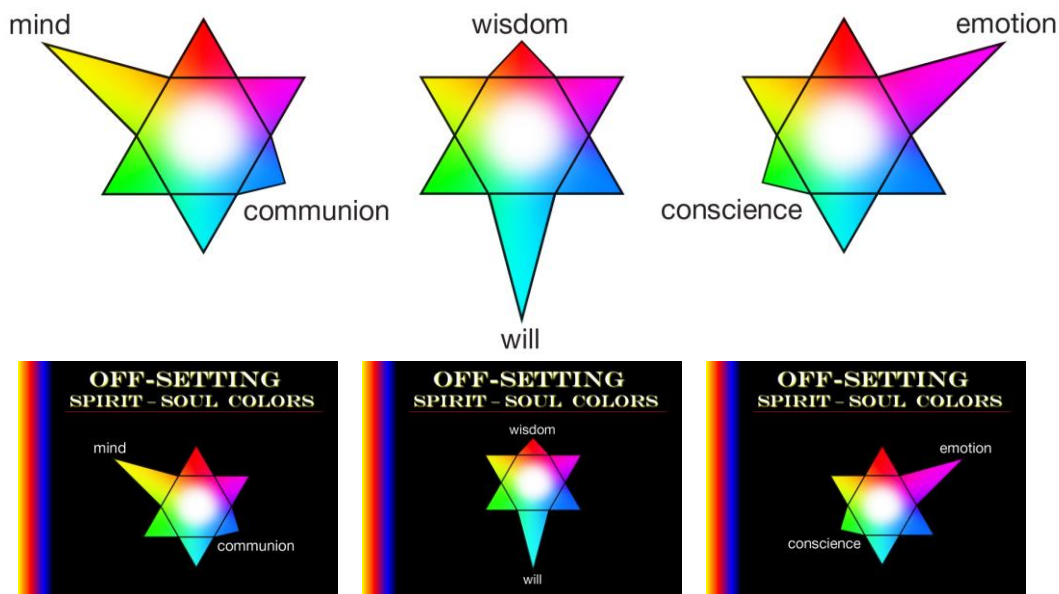
## B. Offsetting colors.

1. Anti-colors, the antidote, and the quark (see Course 201 manual).
  - a. Does that make anti-colors the colors of Satan? And the color they oppose the color of God?
  - b. Does God, as pure light, heal with color that offsets the color of the disease, trial, affliction, or lust?
  - c. Can color in dark dreams be offset with the colors of Heaven?
2. The power of agreement—do not agree with dark dreams.

**Matthew 18:16** “But if he will not hear, take with you one or two more, that by the mouth of two or three witnesses every word may be established.”

**Matthew 18:20** “For where two or three are gathered together in My name, I am there in the midst of them.”

- a. If any two or more parts of the soul agree then . . .
- b. If any two parts of the spirit agree then . . .



3. How many attributes does the Spirit of God have?

**Revelation 3:1** “And to the angel of the church in Sardis write, ‘These things says He who has the seven Spirits of God and the seven stars: I know your works, that you have a name that you are alive, but you are dead.’”

**Revelation 4:5** “And from the throne proceeded lightnings, thunderings, and voice. Seven lamps of fire were burning before the throne, which are the seven Spirits of God.”

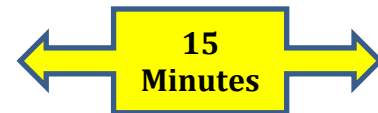
**Revelation 5:6** “And I looked, and behold, in the midst of the throne and of the four living creatures, and in the midst of the elders, stood a Lamb as though it had been slain, having seven horns and seven eyes, which are the seven Spirits of God sent out into all the earth.”

4. The seven Spirits of God.

**Isaiah 11:2** “The Spirit of the LORD shall rest upon Him, the Spirit of wisdom and understanding, the Spirit of counsel and might, the Spirit of knowledge and of the fear of the LORD.”

**Daniel 5:11–12** “There is a man in your kingdom in whom *is* the Spirit of the Holy God. And in the days of your father, light and understanding and wisdom, like the wisdom of the gods, were found in him; and King Nebuchadnezzar your father—your father the king—made him chief of the magicians, astrologers, Chaldeans, *and* soothsayers. <sup>12</sup> Inasmuch as an excellent spirit, knowledge, understanding, interpreting dreams, solving riddles, and explaining enigmas were found in this Daniel.”

## AWDV-2 EXERCISE: Teacher Diagram and Interpret Dreams

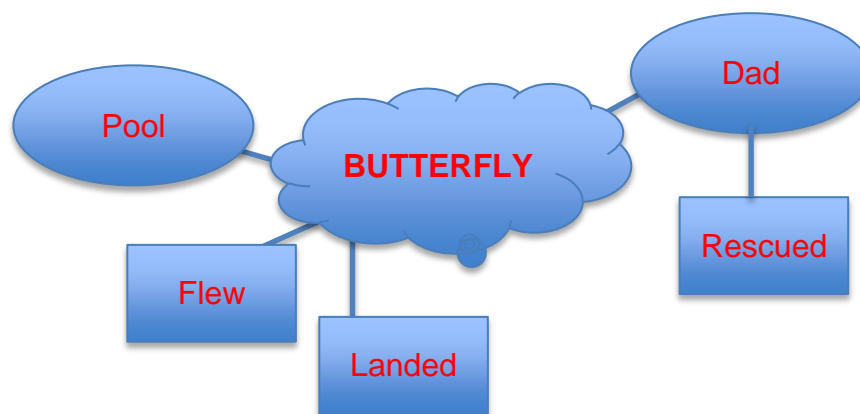


### TEACHERS NOTE:

Diagram these simple dreams on the white board for students to prepare them for the student diagramming exercises in the lessons that follow.

#### Dream #1: Saving the Butterfly

“In the dream, I was watching a scene of an outdoor pool with a man, who is my earthly dad, standing beside it. Next, a butterfly came and landed in the pool. My dad rescued it and let it fly again. The butterfly flew around for a short time, and then landed back in the pool. My dad rescued the butterfly a second time and let it go. I knew this was the last time the butterfly would need rescuing. From now on, it would fly on its own.”



### Interpretation:

There have been times when you have felt stuck in your spiritual life and the Father has set you free from those situations. You have gotten to the point where you won't get stuck in the same way again. (The dreamer is observing himself; he is the butterfly.)

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

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Context: Positive ☐ Negative ☐

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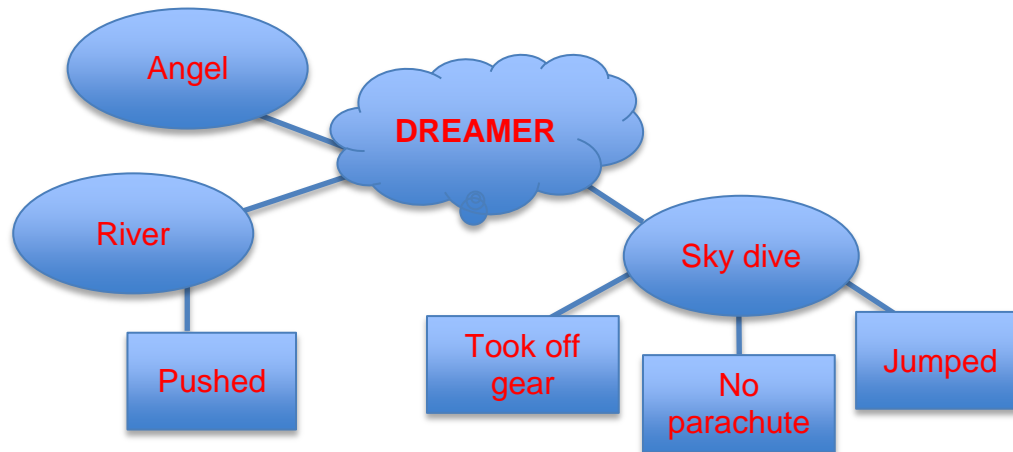
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## Dream #2: Free Fall

“I was about to sky dive, but at the instant of jumping I changed my mind, turned around, and took off all my gear. Then I changed my mind again and jumped without wearing the parachute (I was just holding onto the straps.) In the next scene, I was pushed into a river and went over a rushing waterfall. A transparent angel in flowing white robes caught me and took me to a safe place.”



### Interpretation:

When faced with the opportunity to take a risk you held back at first, but you ended up stepping out in faith. God wants you to know that He is the one that has propelled you forward and He is with you in the midst of this situation.

Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

\_\_\_\_\_

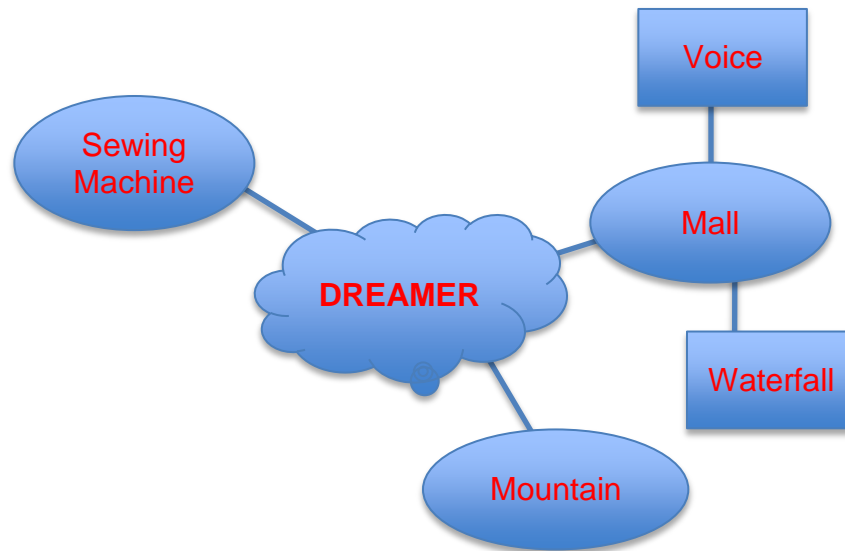
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### **Dream #3: The Sewing Machine**

“In the dream I was pushing a sewing machine through the mall, greeting and talking with people along the way. While I was doing this, a voice from the walls told me to continue with the sewing machine and not stop. Then after a while the whole mall opened up and a great waterfall came flowing through. Water was flowing everywhere. Then I saw myself on the top of a mountain looking down at the rushing water breaking up the ground.”



#### **Interpretation:**

You have been sowing into marketplace evangelism and God is letting you know not to stop. You are about to see a breakthrough in this arena and God's Spirit is going to move powerfully!

Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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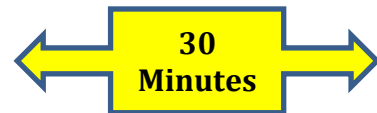
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## Notes

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## AWDV-3 INTERPRETATION AND THE WAYS OF GOD



### I. The Why, When, Where, and How of God

- A. If you want the dream to impact the dreamer, understanding the ways of God is one of the most (if not the most) important things you can grasp.



#### 1. Example: Hezekiah.

- a. Hezekiah became king at the age of 25.
  - i. He reigned for 29 years.
- b. His father Ahaz was an evil king.
  - i. Ahaz burned his children as sacrifices to the gods of Molech, Baal, and Asherah.
  - ii. Sexual baths were normal course in the temples and on the high places.
  - iii. He made metal images of Baal and Asherah so they could not be broken like stone could be.
- c. Hezekiah becomes king after the death of Ahaz.
- d. Hezekiah did exactly what God wanted.

**2 Chronicles 31:1** “Now when all this was finished, all Israel who were present went out to the cities of Judah and broke the sacred pillars in pieces, cut down the wooden images, and threw down the high places and the altars—from all Judah, Benjamin, Ephraim, and Manasseh—until they had utterly destroyed them all. Then all the children of Israel returned to their own cities, every man to his possession.”

- e. Even though Hezekiah was faithful to God, God allowed a huge threat to arise.

**2 Chronicles 32:1** “After these deeds of faithfulness [by Hezekiah], Sennacherib king of Assyria came and entered Judah; he encamped against the fortified cities, thinking to win them over to himself.”

- i. Why did God allow this attack if Hezekiah was faithful?
  - God wanted to judge Assyria but He had to establish the righteousness of Hezekiah and Israel in order to do it.
  - He had to have another test to make sure they would not lose faith in God.

B. Two reasons why God allows attacks, even if we are faithful to Him.

- 1. First, God will often allow us to be attacked so He can be justified in carrying out His judgment against our attacker.

- a. Example: The iniquity of the Amorites.

**Genesis 15:16** “But in the fourth generation they shall return here, for the iniquity of the Amorites *is* not yet complete.”

- i. Here a generation is 100 years.
- ii. God wanted to judge the Amorites.
- iii. For 400 years the iniquity of the Amorites escalated.
- iv. Now was the time when God could be justified in exercising His judgment.

- 2. Second, for God to be justified in using another nation to bring judgment upon another, the nation He uses must be righteous before Him.

- a. So God tests that nation or person by allowing the attack to happen (e.g. Job).

C. After 400 years God opens the door for the judgment of the Amorites.

1. The final offense.

**Numbers 21:23–25** “But Sihon would not allow Israel to pass through his territory. So Sihon gathered all his people together and went out against Israel in the wilderness, and he came to Jahaz and fought against Israel. <sup>24</sup> Then Israel defeated him with the edge of the sword, and took possession of his land from the Arnon to the Jabbok, as far as the people of Ammon; for the border of the people of Ammon was fortified. <sup>25</sup> So Israel took all these cities, and Israel dwelt in all the cities of the Amorites, in Heshbon and in all its villages.”

2. Hezekiah’s faith was tested.

**2 Chronicles 32:7–8** “Be strong and courageous; do not be afraid nor dismayed before the king of Assyria, nor before all the multitude that *is* with him; for *there are* more with us than with him. <sup>8</sup> With him *is* an arm of flesh; but with us *is* the LORD our God, to help us and to fight our battles.” And the people were strengthened by the words of Hezekiah king of Judah.

3. So Hezekiah remained strong in faith.

- a. God wanted to promote Hezekiah and establish the iniquity of Assyria and the words that Sennacherib had spoken against God. What did he say?

**2 Chronicles 32:14–15** “Who *was there* among all the gods of those nations that my fathers utterly destroyed that could deliver his people from my hand, that your God should be able to deliver you from my hand? <sup>15</sup> Now therefore, do not let Hezekiah deceive you or persuade you like this, and do not believe him; for no god of any nation or kingdom was able to deliver his people from my hand or the hand of my fathers. How much less will your God deliver you from my hand?”

- b. Unlike his father Ahaz, Hezekiah turned all the more toward God.

4. When his father Ahaz faced a similar problem, he asked Assyria for help and thereby placed himself in submission to Assyria (2 Chronicles 28:16).

- a. Hezekiah turned toward God rather than man.

**2 Chronicles 32:20–23** “Now because of this King Hezekiah and the prophet Isaiah, the son of Amoz, prayed and cried out to heaven. <sup>21</sup> Then **the LORD sent an angel** who cut down every mighty man of valor, leader, and captain in the camp of the king of Assyria. So he returned shamefaced to his own land. And when he had gone into the temple of his god, some of his own offspring struck him down with the sword there. <sup>22</sup> Thus the LORD saved Hezekiah and the inhabitants of Jerusalem from the hand of Sennacherib the king of Assyria, and from the hand of all *others*, and guided them on every side. <sup>23</sup> And many brought gifts to the LORD at Jerusalem, and presents to Hezekiah king of Judah, so that he was exalted in the sight of all nations.”

5. However, victory and success are no guarantee against pride. After the victory Hezekiah became proud.

**2 Chronicles 32:24–27** “In those days Hezekiah was sick and near death, and he prayed to the LORD; and He spoke to him and gave him a sign. <sup>25</sup> But Hezekiah did not repay according to the favor *shown* him, for his heart was lifted up; therefore wrath was looming over him and over Judah and Jerusalem. <sup>26</sup> Then Hezekiah humbled himself for the pride of his heart, he and the inhabitants of Jerusalem, so that the wrath of the LORD did not come upon them in the days of Hezekiah. <sup>27</sup> And Hezekiah had great riches and honor.”

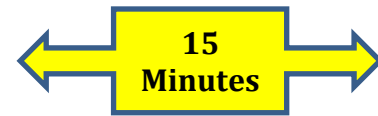
6. Ambassadors came from all over the world to hear of the sign from God—but God still tests the heart of Hezekiah.

**2 Chronicles 32:31** “However, *regarding* the ambassadors of the princes of Babylon, whom they sent to him to inquire about the wonder that was *done* in the land, and God withdrew from him, in order to test him, that He might know all *that was* in his heart.”

## II. The Moral of the Story and the Application of This to Interpreting Dreams

- A. The dream may tell what God is doing in others or what God is doing to you.
- B. Knowing the ways of God helps you to interpret the deeper meaning of the dream.
- C. Dreams can announce a test is coming.
- D. God is promoting you and will use you to establish judgment on others.
- E. It also reminds us God will still judge you for pride—no matter how gifted you are.
- F. Never seek the help of man before you seek the help of God.

### **AWDV-3 EXERCISE: LONG AND SHORT TERM MEMORY EXERCISES**



We do not remember dreams because we have not been taught their importance or how to remember them. The process of remembering is similar to how revelation embeds itself in our conscious mind. A memory is a picture. We remember in pictures and every memory is a composed picture. Dreams are pictures.

- A. Regularly practice the art of remembering. Start with both long and short-term memories as well as trying to recall events from a particular day.
  - 1. Long-term memories are specific times in your childhood or any memory older than a year.
  - 2. Short-term memories are those less than a year old. Even trying to remember details about yesterday is helpful.
  - 3. Recall memories from today.
    - a. What are you wearing right now?
    - b. What was your boss wearing?
    - c. What happened before noon?
    - d. What happened after noon?
    - e. Were there any special events in the day?
- B. During a dream, we believe we are awake. Thus, dreams are spatial (that is, in boundless space) structures.
- C. The creation of imaginary space has been proven to help spatial recall. The development of spatial recall is crucial to any work with dreams.
- D. Practice with these helpful exercises:

#### **Exercise 1:**

You are dreaming about looking in the front of the notebook for this course. You hold it in your hands turning it around, over and watching it rotate in your hands. What exactly does the front cover look like?

**Exercise 2:**

Take an imaginary tour of a room in your house. Where are the windows? What curtains hang there? What is the design/pattern? What does the door to the room look like? Where is the door knob? What does it look like? Where is the furniture in the room? What color is each piece? In what condition is each piece? Is it a light room or a dark room? What are the walls covered with? What color are the walls?

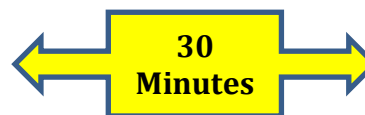
**Exercise 3:** Pick a room in your house. Walk around in it. Notice every nook and cranny. Notice every piece of furniture, curtains, lamps, even the smallest things. The more detail you notice, the better. You may even touch or hold the object.

Now find a place to lie or sit down. Close your eyes and try to recall each detail.

List 5–7 details in the room.

Do this with a room in your house each day for a week. You may decide to do some rooms twice.

## AWDV-3 BIBLICAL INTERPRETATION—HOW?



### I. Understanding Biblical Principles

- A. We must be able to apply the same principles of interpretation we daily use for dreams to the Bible.

**1 Corinthians 2:10–14** “But God has revealed *them* to us through His Spirit. For the Spirit searches all things, yes, the deep things of God.

<sup>11</sup> For what man knows the things of a man except the spirit of the man which is in him?

Even so no one knows the things of God except the Spirit of God. <sup>12</sup> Now we have received, not the spirit of the world, but the Spirit who is from God, that we might know the things that have been freely given to us by God. <sup>13</sup> These things we also speak, not in words which man’s wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual. <sup>14</sup> But the natural man does not receive the things of the Spirit of God, for they are foolishness to him; nor can he know *them*, because they are spiritually discerned.”

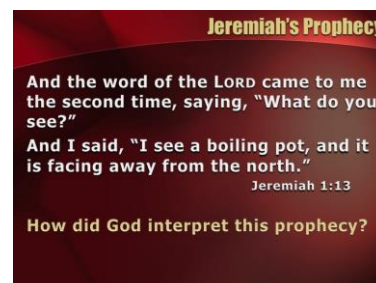


1. This is the very problem secular interpretive models have.
  - a. They cannot use their models to interpret Scripture.
  - b. They cannot use their models to interpret things of the Spirit.
  - c. To the world the things of the Spirit will always seem foolish.

- B. Discerning the ways of God (Jeremiah 1:13–16).

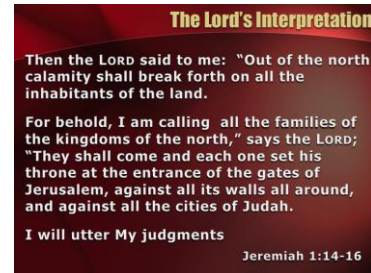
1. The prophecy.

**Jeremiah 1:13** “And the word of the LORD came to me the second time, saying, ‘What do you see?’ And I said, ‘I see a boiling pot, and it is facing away from the north.’”



2. The interpretation.

**Jeremiah 1:14–15** “Then the LORD said to me: ‘Out of the north calamity shall break forth on all the inhabitants of the land. <sup>15</sup> For behold, I am calling all the families of the kingdoms of the north,’ says the LORD; ‘They shall come and each one set his throne at the entrance of the gates of Jerusalem, against all its walls all around, and against all the cities of Judah. <sup>16</sup> I will utter My judgments against them concerning all their wickedness, because they have forsaken Me, burned incense to other gods, and worshiped the works of their own hands.’”



C. The focus.

- Israel (not boiling pot). This is about what will happen to Israel.

D. The two sub-focuses.

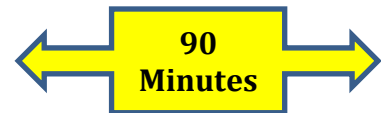
- Boiling Pot (about to boil over) =
  - Calamity on the people of Israel.
- Facing South (away from the North)
  - Kingdoms of the North will come to invade.

1. Did this help you understand how God gave this interpretation?

2. What did you see by doing this that you had not seen before?



## AWDV-3 EXERCISE: DIAGRAMING BIBLICAL DREAMS



Answer the questions about each dream on the pages in your manual.

**Teachers Option: Ask them to do this exercise individually or in groups.**

### I. Diagram the Following Dreams From the Bible

#### A. Nebuchadnezzar's dreams—"The Tree and the Stump"—Daniel 4

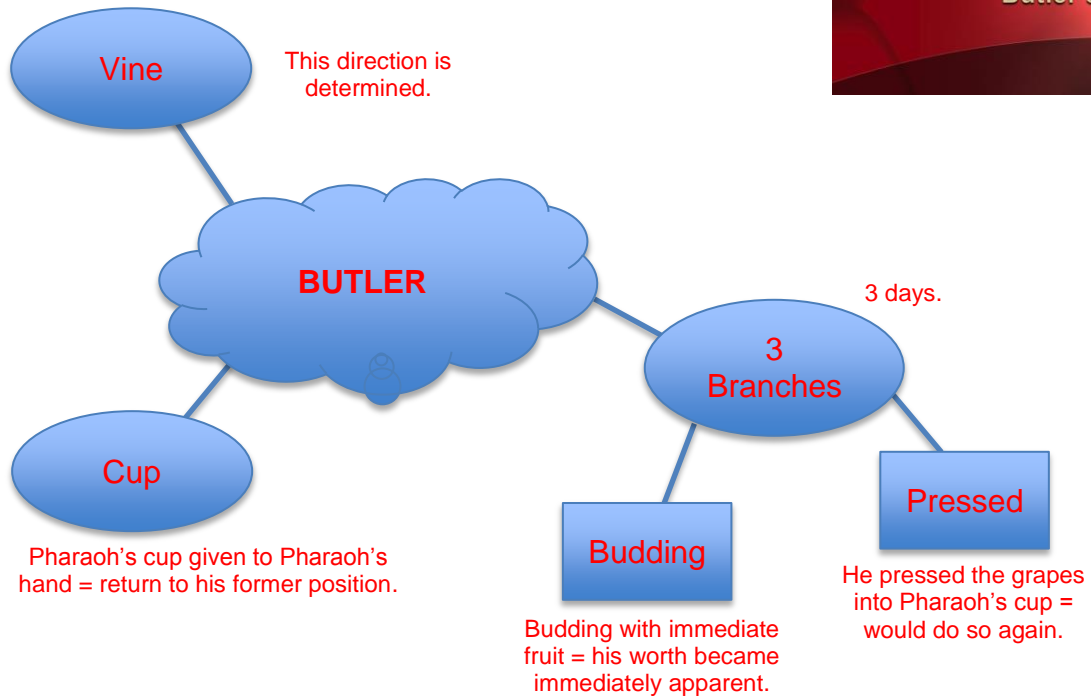


#### HINT: Bronze and Iron

**Deuteronomy 28:23**  
And your heavens which are over your head shall be bronze, and the earth which is under you shall be iron.

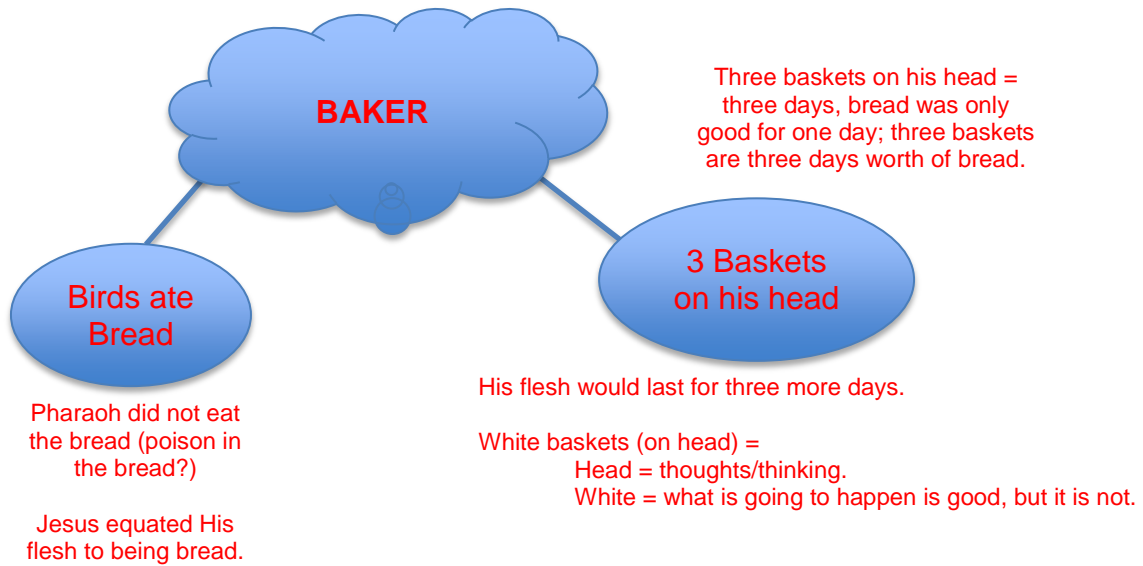
1. "Seven Times" = For seven years neither Heaven nor Earth will help you—when you are changed the bands will be broken and Heaven and Earth will come to your aid and re-establish your kingdom.
2. Did this exercise help you understand how God gave His interpretation?
3. What did you see by doing this that you had not seen before?

## B. The butler's dream—Genesis 40:8–15, 20, 21



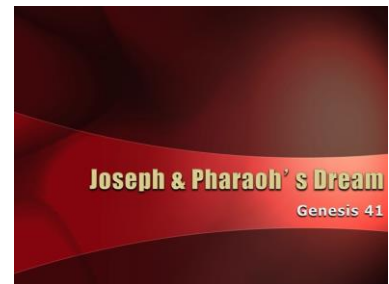
1. Did this help you understand how God gave His interpretation?
2. What did you see by doing this that you had not seen before?

### C. The baker's dream—Genesis 40:16–22

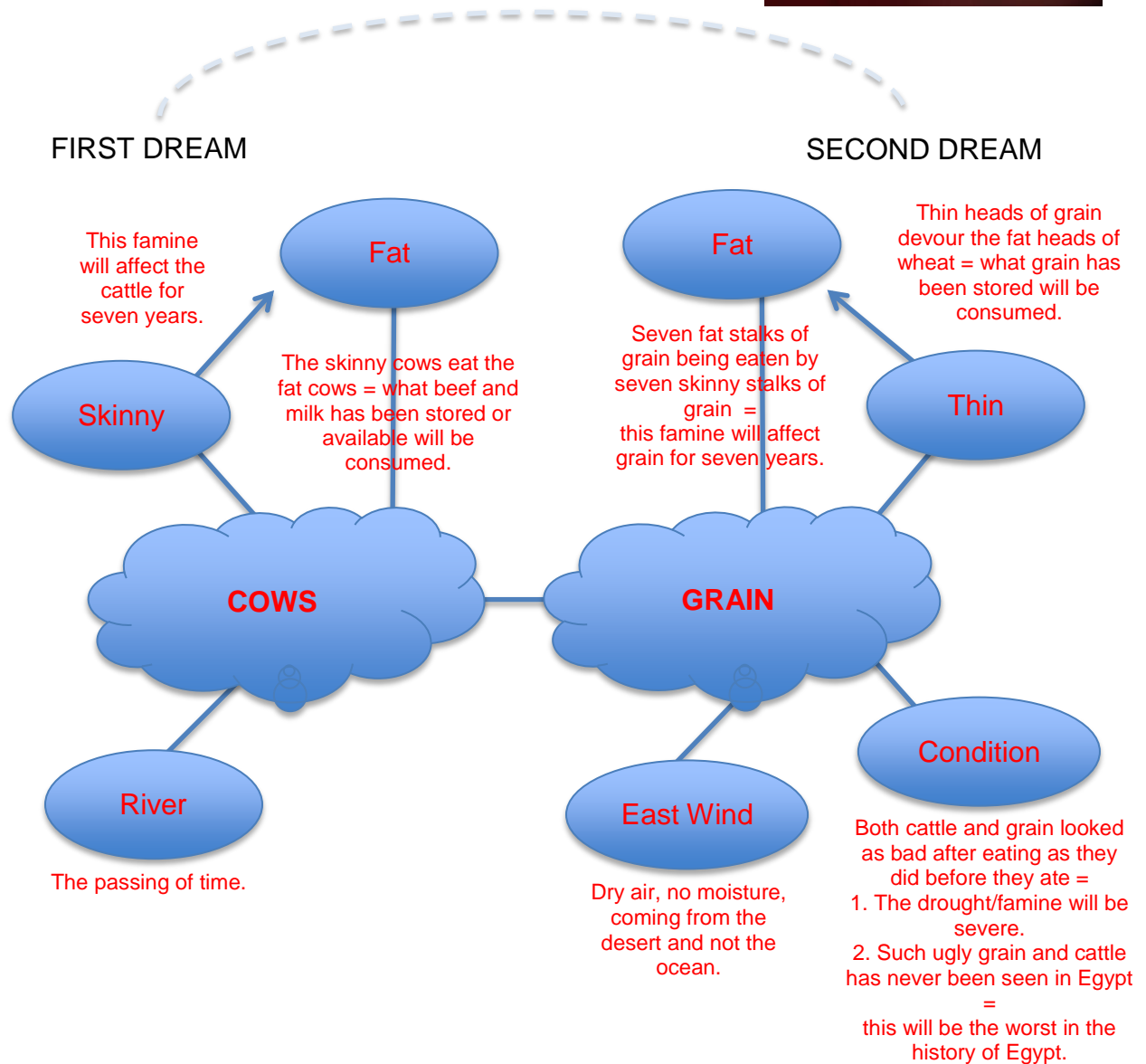


1. Did this help you understand how God gave this interpretation?
2. What did you see by doing this that you had not seen before?

D. Joseph's interpretation of Pharaoh's dream—  
Genesis 41:1–7, 15–32



**The two dreams are  
ONE**



1. Did this help you understand how God gave this interpretation?
2. What did you see by doing this that you had not seen before?

### AWDV-3 EXERCISE: METAPHORICAL OBJECTS



A metaphor is a figure of speech founded on resemblances; it compares two things but does not use the words *like* or *as*. These colorful phrases are used like adverbs or adjectives to describe persons, places, things, or actions.

Examples:

- Ann is a walking encyclopedia.
- John's head is a computer.
- Jealousy is a green-eyed monster.
- That car is an old dinosaur.

God used this method with many prophets:

Jeremiah and the potter's wheel      **Jeremiah 18:1–6**  
Amos and locusts, fire and plumb line      **Amos 7:1–9**

This exercise will help you in metaphoric (right-brain) development and, therefore, enhances the interpretation of symbolism.

#### I. Exercise: How Am I Like This?

- A. Take an everyday item such as a ballpoint pen, paper clip, piece of fruit, etc., and make it the focus of your attention. Examine its properties, shape, size, and color. Ask yourself such questions as, "Is it a single piece or multi-part?"

- **Teacher: Demonstrate this to the class**

- B. Ask the Holy Spirit to reveal to you how the object may in any way parallel an attitude or function in your life or the field in which you are working.

- **Is the object's color, shape, and size beneficial?**

1. Is the object solid or hollow, metal or wood?

- **How is this beneficial?**

- **In what way does its shape, density, or color aid in its use?**

2. What would hinder the object from being useful?

- **What would happen if it were used in a manner for which it was not intended?**

- (For example, using a pen as an ice pick)
  - When it is used properly, does it cause a chain of events to ensue? That is, when a hammer is used to hit a nail not only does the hammer experience the blow, so does the nail, the wood (or other material), and the hand.
3. Does the instrument affect other objects? Is the object necessary in order for other objects to be used?
    - Is the object able to harm that which it is intended to help?
  4. What application, if any, does this object have to another person, your church, your city, or your nation, etc.?

### TEACHER NOTES:

An alternate or additional exercise (time permitting) that can be used is to bring to class a bag or box of items to the class and have student pick one of the objects to describe metaphorically. This can be done individually or as a group exercise.

## AWDV-4 METAPHORIC THINKING



### I. Two Parts to a Biblical Interpretation Process— Revelation and Skill

A. One you can control the other is beyond your control.

1. *Revelation* is given by the Holy Spirit.

- a. Without revelation, all dream elements will be no more than numbers in a mathematical equation that have no order.



2. *Skill* is acquired and therefore can be developed or honed.

**Daniel 9:22** “And he informed *me*, and talked with me, and said, ‘O Daniel, I have now come forth to give you ***skill*** to understand.’”

B. Both are enhanced through relationship with God.

1. This course is designed to help you in both areas: to inspire you to a deeper relationship with God *and* to increase your skill level.

C. God never violates His self-established ways. Therefore dreams and visions or any other type of supernatural event will never violate those ways.

1. Neither should the interpretation.

- a. Developing this part of your interpretive skills will ensure you a fuller and a more consistently accurate interpretation of dreams—not only your own, but also those dreams others will invariably bring your way.

2. Understanding how the metaphor family works is the greatest skill you can develop.

- a. To do that you will need to grow in your understanding of the ways of God.

- D. How could anyone believe that the prophets of old audibly heard the voice of God and not believe that the metaphors and symbols sent in the dream came from God as well?
1. And if they did come from Him, then He chose them so they would have the proper impact, at the proper time, in order to achieve the intended result.
  2. You might say that God custom designs a dream just for the dreamer.

**In one sentence, what was the most powerful dream you know God designed for you?**

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## II. The 11 Family Members of Metaphoric Thinking

- A. In a very real way, to understand these dream phenomena one must suspend the logic of judgment.
- B. Predetermined opinion will always mute the meaning of the dream. You must approach the dream with an open mind, one that is not encumbered with the rigidity that pure logic imposes.
- C. It is also necessary to suspend the logic of indifference and become involved.
- D. If you do not re-enter the dream to keep it alive, the dream will soon wilt under the austere atmosphere of a spiritless environment.

1. **Metaphors:** A metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. For example: *“I had fallen through a trapdoor of addiction.”* It is something regarded as being representative or symbolic of something else.
2. **Symbols:** A symbol is something that represents something else, such as a material object representing something abstract. For example: *“The limousine was another emblem of his position and wealth.”*
3. **Elements:** An element is part or facet of something abstract and represents an essential characteristic. For example: *“His death had all the elements of a made-for-TV movie.”* An element may also represent a particular type of people within a larger group or organization. For example: *“He was from the extreme hawkish element of the party.”*
4. **Analogies:** Analogies are a comparison between two things—many times based on their structure and often used for clarification. For example: *“Go to the ant, you sluggard! Consider her ways and be wise.”* (Proverbs 6:6)
5. **Types:** A type is group of things that have common traits or the essential essence of something. For example: *“He is not the type of person I would want my daughter to marry.”* Or, *“When you have seen one, you have seen them all.”* This is often called stereotyping.

6. **Shadows:** Shadows are things that are used to contrast between the concrete or real and the not yet, transient, and changing. For example take the biblical verse, *“So let no one judge you in food or in drink, or regarding a festival or a new moon or Sabbaths, which are a shadow of things to come, but the substance is of Christ.”* (Colossians 2:16–17)
7. **Signs:** Signs occur on earth and are a validating proof of that which is to follow. For example: *“The drought was a sign the rest of the prophecy would come to pass.”* Signs inspire you and yet speak to the rational mind.
8. **Wonders:** Wonders occur in the heavens and they are a conspicuous display of divine intervention, because no human could have done or accomplished what happened. For example: *“I will show wonders in the heavens above and signs in the earth beneath: blood, fire, and vapor of smoke.”* (Acts 2:19) Wonders bring awe, defy explanation, disrupt historical thinking, and speak to the imagination.
9. **Parables:** A parable is a picture or a story that makes comparisons with the goal of revealing the truth or a central point. Unique to parables are that they may have several facets, but only one central point. For example: *“His words are like the venom of a viper, they slowly destroy and the victim can do nothing about them.”*
10. **Allegory:** An allegory is a story or a narrative, much like a simile or parable. It uses images and often makes several points to communicate in such a way so as to allow the listener to conclude a moral truth.
11. **Simile:** A simile compares two things to reveal what they have in common. It uses words such as—like, as, or as if. For example: *“His nose was as big as a barn.”* Or, *“He is an eating machine.”*

**There is no greater tool on earth to learn about the metaphor family than the Bible.**

- The Dictionary of Biblical Imagery is a great resource to learn how the Bible uses metaphor and pictorial language.

### **III. To Understand the Use of the Metaphor Family You Must Know:**

- A. Is the object used in a normal manner?
- B. Does it look like it normally would (i.e. is it larger, smaller, an irregular shape, or a different color)?
- C. How is it used differently (e.g. a boat with wheels or a talking animal)?
- D. Is there anything unusual about its surroundings (e.g. a cat swimming in a pool filled with snakes)?



## **AWDV-4 EXERCISE: INTERPRETING PICTURES ON SLIDES**

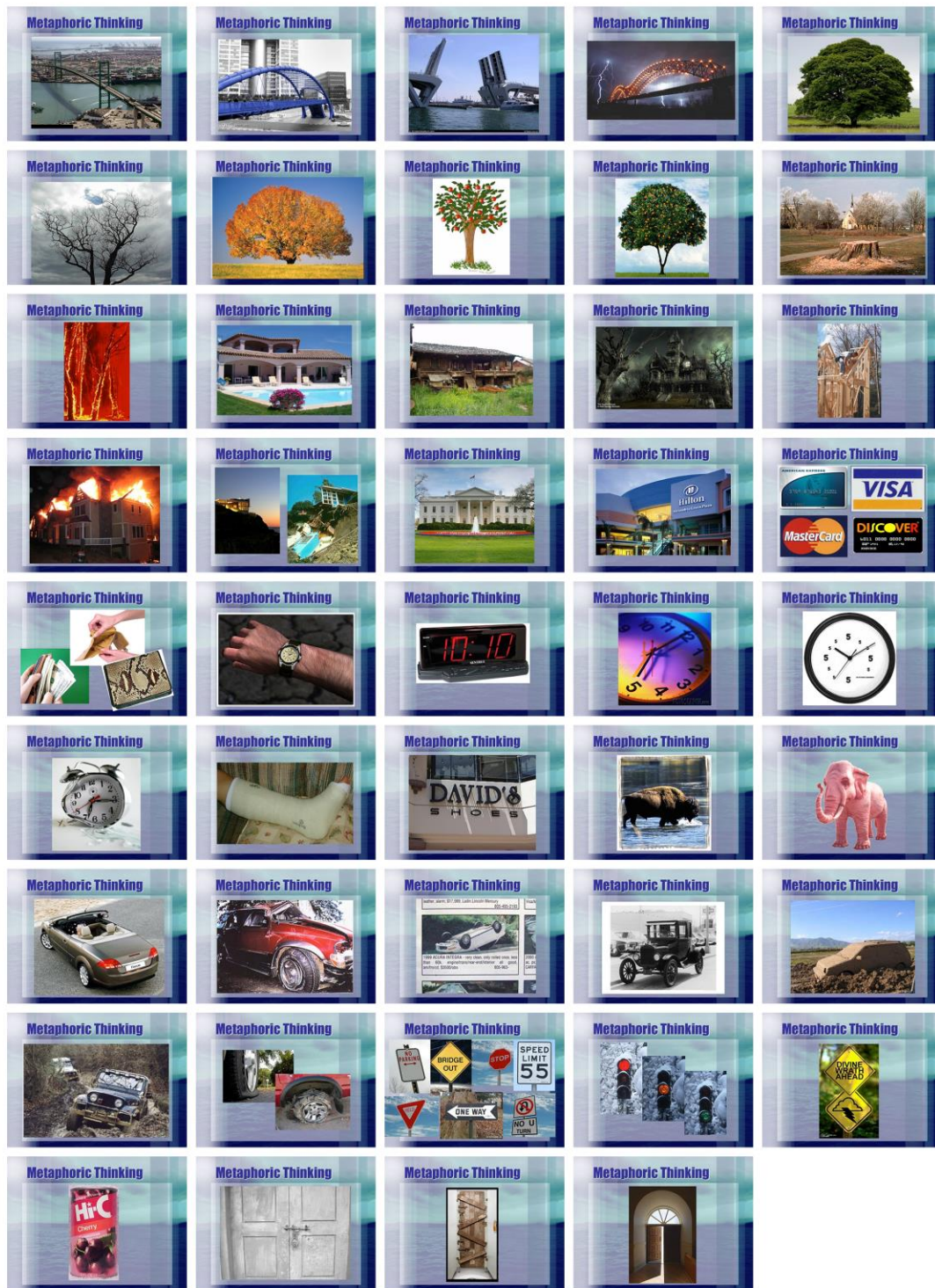


**As you look at the following pictures, ask yourself the following questions:**

1. What is the prominent symbol in this picture?
2. How does it differ from the next slide or the previous slide?
3. If this were a dream, what would it mean?

**TEACHER NOTE:** you have the prerogative to go over all the slides or a few slides depending on the attitude of the class and the time constraints.

- On the next page, there are 44 thumbnail images of the picture slides provided.



## AWDV-4 EXERCISE: REVERSE DIAGRAMMING



### I. The Purpose for This Exercise

- A. To work through the interpretive process from a different perspective.
- B. To exercise and strengthen right-brain skills.
- C. To examine dream metaphors and their meaning.

The interpretive process requires that we reduce the dream to its simplest form while also following the basic principles of interpretation:

- Listen to the dream.
- Repeat it back to the dreamer.
- Title the dream.
- Diagram the dream (focus, sub-focuses and detail).
- Examine the metaphors to determine the meaning.
- Interpret the dream.

Another method of gaining skills in the interpretive process is to work ‘backwards’ through the process. This allows us to work through metaphorical understanding to determine how a dream interpretation was derived.

Reverse Diagramming Instructions:

- Review the dream and its interpretation.
- Examine the interpretation and ask the question “how did the interpreter arrive at this conclusion?”
- Diagram the focus, sub-focuses and details.
- Determine the metaphors.

### Teacher’s Instructions:

*Divide the class into groups and have them Reverse Diagram the following dreams (20 minutes). During the last (10) class minutes, discuss the interpretation and diagram with the class.*

#### Dream #1: College

I dreamt I was in college and living in the dorm. One of my old friends was also attending there. An alarm went off, so all who were living there were to line up in front of their dorm room doors. In line, I asked the guy next to me where my friend was because I didn’t see her. He said, “she moved out and is attending another school.” Then this lady who worked at the school asked me to meet with her in her office. When I got there, she asked if she could prophesy over me. I agreed. She

spoke some things and then said, “You are ready to leave school now. You no longer need to be here.” I thought to myself, “I cannot be ready to leave school; I haven’t been here very long.”

Interpretation:

You are in season of learning; even though you don’t feel ready, it is time to leave your present training process and move to the next step.



#### Dream #2: **Drumming John Paul**

John Paul was walking down the middle of a city street, slowly and loudly beating a huge drum. It seemed like he was doing it to call others out to join him, but no one was responding. I followed him as soon as I heard the drum. I was riding my bicycle very close behind him. We came to a traffic light and intersection and moved straight ahead.

Interpretation:

Although others have been reluctant, you have responded to the revelatory call on your life. Follow closely what is taught and modeled by prophetic mentors.



## **AWDV-4 EXERCISE: TEACHER DIAGRAMMING DREAMS ON WHITE BOARD**



**Students Note:** You may choose to write the dream down and diagram the dream being diagramed on the whiteboard.

**Teachers Note:** Ask the class for short dreams and diagram them on the white board. Only the teacher diagrams here; students will diagram dreams further on in the class.



## **WHITEBOARD DREAM NOTES**

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## **WHITEBOARD DREAM NOTES**

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## AWDV-5 INTRODUCTION TO STREET DREAMS



### I. Understanding Street Dreams

A. When interpreting a dream in the secular world it is more important to listen to the meaning of the element than the words used to describe the element.

B. Street dreams are filled with:

1. Soul dreams,
2. Dark dreams,
3. Fear dreams,
4. Chemical dreams,
5. Self-condition dreams,
6. Vulgar language and images,
7. And sexual overtones.



C. You will need to learn how to “flip the dream.”

1. Flipping a dream is not simply taking a dark or soulish dream and giving the dreamer the opposite as the interpretation.
  - a. Sometimes the individual has come into agreement with a soulish dream and accepted that as a part of who they are.
  - b. A Christian can speak life and light into that dreamer’s situation and give them another choice to come into agreement with, which is the will of the Lord for them.
    - “I see that you’re doing this now....but God has created you to do this....”
    - “You’ve been struggling with this in your life....but God would like to do this with you...”
    - “The dream does say this, because this is what the enemy has been saying, this is what the God of Truth would speak into your life”
  - c. Flipping a dream acknowledges where the person is now, but brings hope to where the person can be in the Lord.

- d. It shifts the person into another dimension of understanding their destiny, and redefines who they can be in the Lord versus whom the enemy says they are.
- D. Some street dreams are ‘destiny dreams’ which are dreams from the Lord given to an unbeliever to draw them to Him.
- 1. These are not soulish dreams indicating the dreamer’s desires.
  - 2. A common example of a destiny dream is a color dream in which the unsaved person is pursued in a relationship:
    - a. *“I keep having dreams about a man who wants to be in a relationship with me. I do want to get married really bad, but I don’t know who this guy is. He’s persistent though. In one of the dreams, I was riding my red Harley Davidson bike. This guy was following behind me on his bike and kept coming right up behind me and honking his horn. Then he jumped onto my bike and we were riding together, and then suddenly he was on a bike in front of me, smiling and waving at me to come and follow him. I was annoyed as he was in my way. I’m thinking, ‘If I could just get rid of this guy, I could get to where I’m going’.*
      - i. It’s important to interpret the dream correctly and without religious language.
  - 3. Religious Interpretation:
    - a. The guy in this dream is Jesus and He has been pursuing you. He wants to fill that hole in your heart and be the love that you have always wanted. He is asking you to follow Him but you are annoyed with that because it doesn't fit into where you want your life to go. You need to surrender completely to Him.
  - 4. Non-religious interpretation:
    - a. You have been looking for something or someone to fill the loneliness you sometimes feel and God is letting you know that He has been trying to get your attention. He wants to be part of your life. There was a season in your life when you felt close to God but then He started asking you to make choices you weren't sure you were ready to make. You are at the point where you have to choose which path you are going to follow.

## II. High Profile Dreams

- A. Interpreting the dreams of those who are not saved often requires a new vocabulary.
- B. They will not use the vocabulary of the church.



**[Teacher may decide to divide the class into groups and have each group work on the interpretation while viewing the PowerPoint.]**

- C. Decide for each dream:
  - 1. Was it a soul dream?
  - 2. Was it a dream from God?
  - 3. Which of the 20 categories does it fall within?
  - 4. Would you flip this dream? How?
  - 5. How would you interpret this dream if they were standing in front of you?
  - 6. How would you tell the interpretation to them?

### DREAM #1

"I keep having horrible nightmares that blood is coming out of my mouth."

### DREAM #5

"I go to the doctor and she says, 'Oh the fetal heartbeat is really weak. I want to do an ultrasound,' and when she did, she said, 'The baby's dead. You have pushed yourself too hard, and the baby's dead.'"

And I watch the baby detach itself from the placenta and sort of float around in my stomach, and I am sobbing hysterically, thinking 'I've killed my baby, my God, I've killed my baby.'"

### DREAM #7

"I dreamt I was in a fishing village walking up from the shore toward an old school friend of mine who I hadn't seen for ages. The school friend was now fisher-lady. I went into my friend's house and there was a baby. The baby was hovering in the air over a plate of Heinz spaghetti."

Below the baby some subtitles appeared saying 'Please let me get my spaghetti.' The baby was trying to grab the spaghetti, but suddenly it flew over to the corner of the room and stayed hovering there.

Then I went to open the front door and I dropped my ice cream all over the floor. I said it was the baby's fault. When I awoke from the dream I felt euphoric."

## BUSHNELL

### DREAM #1

"I keep having horrible nightmares that the blood is coming out of my mouth."



#### Biography

Author of the wildly popular bestseller *Sex and the City*, which spawned the HBO hit series starring Sarah Jessica Parker. Bushnell received her big break when *New York Observer* editors offered her the opportunity to take full advantage of writing's first maxim: "**Write what you know.**" Bushnell developed the "Sex and the City" column in 1994 as a thinly-veiled look at her own life (through the voice of her alter-ego, Carrie) and that of her friends, acquaintances, and NYC's social elite. Bushnell's semi-toxic tales, or "the underside of glamour," as she refers to her subject matter, were collected in her best-selling book *Sex and the City*. In her efforts to get to the heart of her stories, Bushnell has been known to conduct some unusual journalistic research.

## MADONNA

### DREAM #5

"I go to the doctor and she says, 'Oh, the fetal heartbeat is really weak. I want to do an ultrasound,' and when she did, she said, 'The baby's dead. You have pushed yourself too hard, and the baby's dead.' And I watch the baby detach itself from the placenta and sort of float around in my stomach, and I am sobbing hysterically, thinking 'I've killed my baby. My God, I've killed my baby.'"



#### The Biography

After a star reaches a certain point, it's easy to forget what they became famous for and concentrate solely on their persona. Madonna is such a star. Appreciating her music became even more difficult as the time wore on, as discussing her lifestyle became more common than discussing her music. However, one of Madonna's greatest achievements is how she manipulated the media and the public with her music, her videos, her publicity, and her sexuality. Arguably, Madonna was the first female pop star to have complete control of her music and image.

## KATE MOSS

### DREAM #7

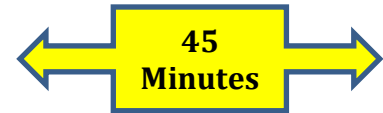
"I dreamt I was in a fishing village walking up from the shore toward an old school friend of mine who I hadn't seen for ages. The school friend was now fisher-lady. I went into my friend's house and there was a baby. The baby was hovering in the air over a plate of Heinz spaghetti. Below the baby some subtitles appeared saying 'Please let me get my spaghetti.' The baby was trying to grab the spaghetti, but suddenly it flew over to the corner of the room and stayed hovering there. Then I went to open the front door and I dropped my ice cream all over the floor. I said it was the baby's fault. When I awoke from the dream I felt euphoric."



#### Biography

Kate Moss is an English model and has appeared on over 50 magazine covers and in magazine spreads. She is also notorious for her high-profile relationships and party lifestyle. In 2007, she came 2nd on the Forbes top-earning models list.

## AWDV-5 STRENGTH OF REVELATION



### I. Strength of Revelation

#### A. Feelings:

1. When one has a sense or awareness of something happening or going to happen.
2. They may be aware of spiritual movement.
3. This is used for confirmation, not direction.



#### B. Knowings:

1. When one has a surety or a form of revelation, but has no accompanying visual awareness.
2. Commonly said as, “I know in my knower” or, “I know that I know.”
3. This is used for confirmation.

#### C. Vague pictures:

1. Usually metaphorical in nature, therefore must be interpreted to have greatest effect.
2. These are often fleeting and most often happen while praying for someone.
3. These are used for confirmation.

D. Impressions:

1. Often come from the conscience portion of our spirit.
2. Not unusual to be spoken without knowing God gave it.
3. Stronger and clearer than knowings or feelings.
4. This is the first level that seems to come from outside you, to you.

E. Discernment:

1. Often comes from the conscience portion of our spirit.
2. To look past the physical perception of something to the spiritual origin.
3. The recognition of authenticity, value, truth, direction from which something come (i.e. heaven or hell).
4. Used for confirmation.

F. Dreams:

1. Dreams from God come from outside you into you.
2. Are full of the metaphor family.
3. Therefore, they are only as good in guidance or direction as the interpretation of the metaphor.
4. Therefore are used as confirmation.

G. Twilight:

1. These seem to come from another source, or voice other than your own.
2. These happen just before going to sleep or just before being fully awake.

3. These are stronger than impressions, but they have to be captured without changing them.
4. Often just in the process of waking the clarity is distorted.
5. Are used as confirmation.

#### H. Trances:

1. To be overcome with the loss of physical volition.
2. To see and hear into the spirit world.
3. Like a dream, only you were awake as this took place.
4. When you come out of it, one may feel disoriented.
5. Often mistaken as a “daydream.”
6. Used for confirmation.

#### I. Words from a true prophet:

1. Depending on how the prophet received the revelation.
2. See any of these listed means of revelation to determine the weight to put on the prophecy.
3. The more mature the prophetic voice, the greater weight can be placed on the word or revelation given.
4. Mostly used in confirmation (unless from a higher scale of revelation such as visitations or translations).

J. Visions:

1. Are more literal than dreams.
2. Require less interpretation than dreams.
3. However, they still require timing and application.
4. Used for confirmation (unless from a higher scale of revelation such as visitations or translations).

K. Translation to Heaven:

1. This is uncontrolled, it is by invitation only.
2. You cannot get there by your own efforts.
3. You are taken to a different spiritual plain where God rules.
4. What you are told here is for direction and/or correction more than confirmation.

L. Visit from a third Heaven spirit being:

1. This is when a heavenly spirit being comes to you.
2. Brings you a message or explains something to you.
3. May ask you to do something.
4. What you are told is for direction and/or correction more than confirmation.

M. God's audible voice:

1. Comes from outside you into you.
2. Others may or may not hear it.
3. Is for direction and/or correction more than confirmation.

N. Visit from Jesus:

1. Usually happens to those who have an Ephesians 4 ministry calling.
2. To strengthen the person to accomplish that which they are called to do in the Kingdom.

O. Throne Room translation:

1. This is uncontrolled, it is by invitation only.
2. You cannot get there by your own efforts.
3. You are taken to a different spiritual plain, and a very different room where God rules.
4. No one can go to this room and return without be physically altered and marked by the experience.
  - a. Those who have been there can see the spiritual mark of God on the other.
  - b. It is much like being taken apart and reconstituted—or as the prophet Isaiah said, “Woe is me for I am undone.”
5. What you are told here is for direction and/or correction more than confirmation.

## NOTES

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## **AWDV-5 EXERCISE: STUDENTS DIAGRAMMING DREAMS ON WHITE BOARD**



### **I. Purpose:**

- A. To develop cognitive thinking in a subjective interpretive process.
- B. To then transliterate the interpretive process by starting at the end and working to the telling of the dream.
- C. To work on understanding the meaning from visual processes.



**Write the dream below (or use graph paper in back)**

### **TEACHERS INSTRUCTIONS**

- Students will break into groups of four.
- They will each tell one dream they have had to the group.
- The group will choose one dream from the group to diagram on the whiteboard before the class.
- When they diagram the dream, they cannot tell the dream to the class.
- The class is to interpret the dream from the diagram.

## **DIAGRAM THE DREAM HERE**

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(The dream you are going to present to the class)

**AWDV-5 TOP 20 DREAM ELEMENTS**  
**See Top 20 Dreams Card**



**I. Common Elements in Street Dreams**

A. Teeth: loose, hurting, and/or falling out

B. Falling

C. Naked in public

D. Bathroom dreams

E. Taking a test; missing or late for a test

F. Being chased

G. Snakes

H. Spiders

I. Alligators



J. Someone dying

K. Losing a purse, wallet, money

L. Deceased relative

M. A past relationship happening again

N. Nightmares

O. Your house

P. Vehicles

Q. Flying

R. Horses

S. Dogs

T. Storm



## **AWDV-5 EXERCISE: DREAM PANTOMIME AND DRAMA**



### **I. Purpose:**

- A. To help you to visualize what you are reading whether it is a dream you had, one given to you, or a dream in the Bible.
  - 1. The process is the same.
- B. If you can see it happen, you can, in some manner, pantomime the dream.



### **II. What is a Pantomime?**

Modern pantomime includes songs, slapstick comedy and dancing, with a story loosely based on a well-known story. It is a participatory form of theater, in which the audience is expected to chime in with certain parts of the presentation and shout out phrases or answers to the performers.

### **III. Choose from One of the Following:**

- A. Genesis 31: Jacob's dream of spotted and speckled animals
- B. Genesis 37: Joseph's dream of the Stars bowing to him
- C. Daniel 2: Nebuchadnezzar's dream of the Statue
- D. Matthew 2: Joseph's dream to flee to Egypt
- E. Matthew 27: Pilot's wife has a dream about Jesus

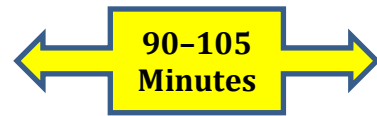
### **TEACHERS INSTRUCTIONS:**

- **NOTE: Get a small prize for the winners (each person in the group will receive a prize).**
- Divide the class into small groups of 5–7.
- Have them choose one dream from the list above and act it out.
- The group that take the shortest length of time to have the class guess the dream wins a small prize—which you will have to get.

## **WHITEBOARD NOTES**

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## **AWDV-5 EXERCISE: PROPHETIC DREAM TEAM COMPETITION**



### **Purpose:**

- To grow in the ability to recognize what makes an interpretation more impactful.
- To understand how similar interpretations can be communicated differently. There are different styles available within a correct interpretation.
- To continue to develop teamwork in dream interpretation, recognizing and valuing different perspectives, and drawing them together to communicate a message from God to a dreamer.
- To learn to work through dream interpretations in a time aware environment.
- To communicate honestly about the impact of a revelation shared.

Form a prophetic ministry setting by bringing seven chairs to the front of the room, placing two sets of three of them in a row and one facing the six.

Ask for seven volunteers, and have them come to the front; appoint one as the ministry recipient and two as the team leaders.

Remind them that although they are role-playing, actual ministry is intended and will occur. They are to conduct themselves accordingly.

Have the dreamer share their dream on the microphone and then ask one of the team leaders to repeat the dream back to the dreamer. Give a minute or so for the teams to ask the dreamer questions to clarify the dream.

Each of the two teams then work independently to interpret the dream as a team. They will have 10 minutes to come up with an interpretation. The first team ready is given the option to share their interpretation first or last. Encourage the rest of the class to work on their own interpretation during this time.

Have each team leader share their interpretation on the microphone with no feedback between the interpretations. Once both teams have shared their interpretations ask the dreamer which interpretation was the best based on accuracy, the presence of the Holy Spirit, and the witness of their spirit. Have them explain why they chose that interpretation. Sometimes it is



necessary to explain the need to be completely honest and that honesty is not unloving, but helpful.

If one of the interpretations (or both) were inaccurate, give the correct interpretation and share feedback on what was missed, etc. This is not usually needed, but if it is needed it is extremely helpful.

Now have the entire class break-up into teams and do the same exercise. Have each team leader sit on one end of the row of three chairs. Have the dreamer sit across from both teams.

After the person is ministered to, have everyone rotate one chair clockwise so that there are two new team leaders and a new dreamer. Repeat the exercise until everyone has had the opportunity to have a dream interpreted.

Time awareness is essential for the success of this exercise. The teams should not take more than 5 or 10 minutes to come up with an interpretation for the dream shared so that everyone has a chance to share a dream.

As the teacher, walk around the room and be available to help teams that get stuck on an element, finding the focus, etc. Be careful to not give them the full interpretation but teach them to find it themselves.

## QUESTIONS AND ANSWERS



### TEACHERS INSTRUCTIONS:

- Use this time to further illustrate diagraming dreams on the whiteboard.
- Use this time to answer general questions about dreams and how they are interpreted.
- Use this time to illustrate the differences between street dreams and the dreams of people in church.



## EXERCISES

**TEACHERS: IF TIME ALLOWS, USE THE FOLLOWING EXERCISES:**

### **PROPHETIC DREAM TEAMS (50 minutes)**

#### **Purpose:**

- A. To train and give the experience of working in a team setting.
- B. To reveal that there are many ways to get to the interpretation of a dream.
- C. To reveal that there are different ways of seeing a sub-focus or important detail.
- D. To show how not to get tripped up over words and semantics.
- E. To help the person understand the dream they were given.



#### **Instructions:**

- Form the normal prophetic ministry setting by bringing four chairs to the front of the room, placing three of them in a row and one facing the three.
- Ask for volunteers, and have them come to the front; appoint one as the ministry recipient and one as the team leader.
- Remind them that although they are role-playing, actual ministry is intended and will occur. They are to conduct themselves accordingly.
- Tell the dreamer to go to the far side of the room, and have the others prepare for the experience of being on a prophetic dream team.
- When they are ready, the leader will go to the recipient, bring them to the ministry area, do the introductions, and go through the other necessary explanations and questions.
- Then the team will minister to the person. As each team member has a word, have them speak it into a microphone. This allows the class to hear and serves as a substitute for the tape-recorder.

- Now have the entire class break-up into teams and do the same exercise. Have the team leader sit on one end of the row of three chairs.
- After the person is ministered to, have them rotate with the leader becoming the recipient, the previous recipient becoming a team member, and the team member next to the previous leader becoming the next team leader.

### **PROPHETIC POTSHOTS (30 minutes)**

#### **Instructions:**

The instructor may want to ask the speaker how they received the revelation. This will serve as an instructional point for others. Repeat several times as time allows.

- Have three or four volunteers come to the front of the room.
- Tell the other students to take a few moments to ask the Holy Spirit to give them something for one, or for all of them.
- Also, ask them to make note if something came to them immediately upon looking at the person.
- Then ask the class if anyone has a word to share for anyone standing up front. If so, ask the person to stand; the instructor brings them a microphone and the student speaks the word so all can hear.

### **REVELATORY POINTING (20 minutes)**

#### **Purpose:**

- A. To exercise the spirit of a person.
- B. To recognize that the Spirit of God, through the spirit of the individual, reaches far beyond our physical being.
- C. To experience the reality that our spirit can feel through the Holy Spirit.
- D. To understand that the Spirit of God knows and recognizes all things.

## Instructions:

This is an advanced form of this exercise, and therefore is a little different from the other times they might have done this exercise in previous classes.

- Divide class into groups of five.
- Have groups stand in circle.
- Place one person in center of the circle (each person will have a turn in the center to do the following).
  - Have the person in the center close their eyes.
  - The other four will take turns stepping to within three feet of the person in the center who has their eyes closed.
  - One person in the group will clap their hand to tell the person in the center that the other person is in position.
  - The person in the center will then point to where they “feel” the person is standing.
  - Before they open their eyes they will also tell whether the person is male or female.

## **REVELATORY SENSING (30 minutes)**

### **Purpose:**

- A. To exercise the spirit of a person.
- B. To recognize that the Spirit of God, through the spirit of the individual, reaches far beyond our physical being.
- C. To experience the reality that our spirit can feel through the Holy Spirit.
- D. To understand that the Spirit of God knows and recognizes all things.
- E. To stretch your faith that God can and will use you.
  - a. You may often feel God is asking you to do something you are incapable of doing.

- b. He wants to show you how to depend on Him and not on your own known abilities. He wants to take you beyond what you think you can do.

### **SELECTING PROPHETIC TARGETS (20–35 minutes)**

**Purpose:** The need to take risks and to step out in faith.

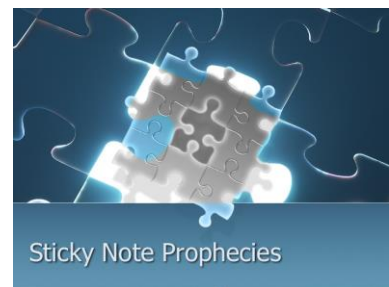
**Instructions:**

- Ask for 3 volunteers to come to the front without first explaining what you are going to do.
- Instruct them to look out over the class while asking the Holy Spirit for a prophetic word for one of their fellow students.
- After a few moments, ask one of them to begin and hold the microphone for each use.

### **STICKY NOTE PROPHECY (60 minutes)**

**Purpose:**

This exercise does away with having what we see with the physical eye influence what we might prophesy.



**Agabus prophesied over a belt not knowing whom it belonged to.**

**Acts 21:11** “When he had come to us, he took Paul’s belt, bound his *own* hands and feet, and said, ‘Thus says the Holy Spirit, “So shall the Jews at Jerusalem bind the man who owns this belt, and deliver *him* into the hands of the Gentiles.’””

**Instructions:**

- Remind the students of the general ministry guidelines: to edify, comfort, exhort with no words of rebuke or correction.
- Each of these exercises is actual ministry. Although we are playing games, the activities apply principles of prophetic ministry and give the opportunity to gain experience.
- For this activity, spouses and family members may be in the same group if they choose. The exercise requires the use of a sticky note pad.

- Divide the class into groups of five and give each person a piece of paper of the same color from a sticky note pad. Instruct them to write their name on the glue side and then to fold the paper down the middle toward the glue strip, thus concealing the name.
- It is important that everyone's sticky note looks exactly the same so that they can't tell which one has their name on it.
- Then give each of the papers to a designated group member, who then writes a random and different number on each one along with his initials. Once this is completed, have the designated persons from each group exchange their paper collections with at least one other group.
- For example, the designee of group #1 will exchange the notes from his group for the sticky notes from group #2. If there are an odd number of groups in the class, one group will do the exchange twice.
- After the exchange is made, place the papers on the floor or table in the middle of the group.
- Each group then assigns a scribe who has clear handwriting. One person will begin by picking up one sticky note and, without opening it, speak a prophetic word over the person who is represented by the piece of paper.
- Then pass it to the next person, and so on until each group member has spoken. The scribe will write down what is said on sheet of notepaper and label it by the number and initial found on the sticky note. Then pick up another one and repeat the process until all the pieces of paper have been distributed.
- Do not open the paper to reveal the name. Once all the groups have completed the process, return the notes to the original group along with the recorded words.
- Then match each one with the word by the number on each; open the sticky note to reveal the name and give it to the person.

TEACHERS NOTE: A variation of this exercise is to have the groups keep their own sticky notes (no exchange with another group). If this option is chosen, spouses and family members should not be in the same group.

## DIAGRAMMING GRAPH PAGES

Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☒ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Date: \_\_\_\_\_

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Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

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Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Date: \_\_\_\_\_

Theme: \_\_\_\_\_

Focus(es): \_\_\_\_\_

Color ☐ Black/White ☐ Muted ☐

Recurring Dream: Yes ☐ No ☐

Category: \_\_\_\_\_

Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Title: \_\_\_\_\_

Where was I?: \_\_\_\_\_

Sub-Focus(es): \_\_\_\_\_

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Context: Positive ☐ Negative ☐

Interpretation: \_\_\_\_\_

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Category: \_\_\_\_\_

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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Category: \_\_\_\_\_

Context: Positive ☐ Negative ☐

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